

Integrating Indigenous Traditional Knowledge into Impact Assessment of Infrastructure Projects

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Objectives:

- Premises of the chapter
- Definition(s) of TK
- Benefits of TK for impact assessment
- Issues in impact assessment that preclude TK integration
- Local practices in integrating TK and how they can inform laws and policies

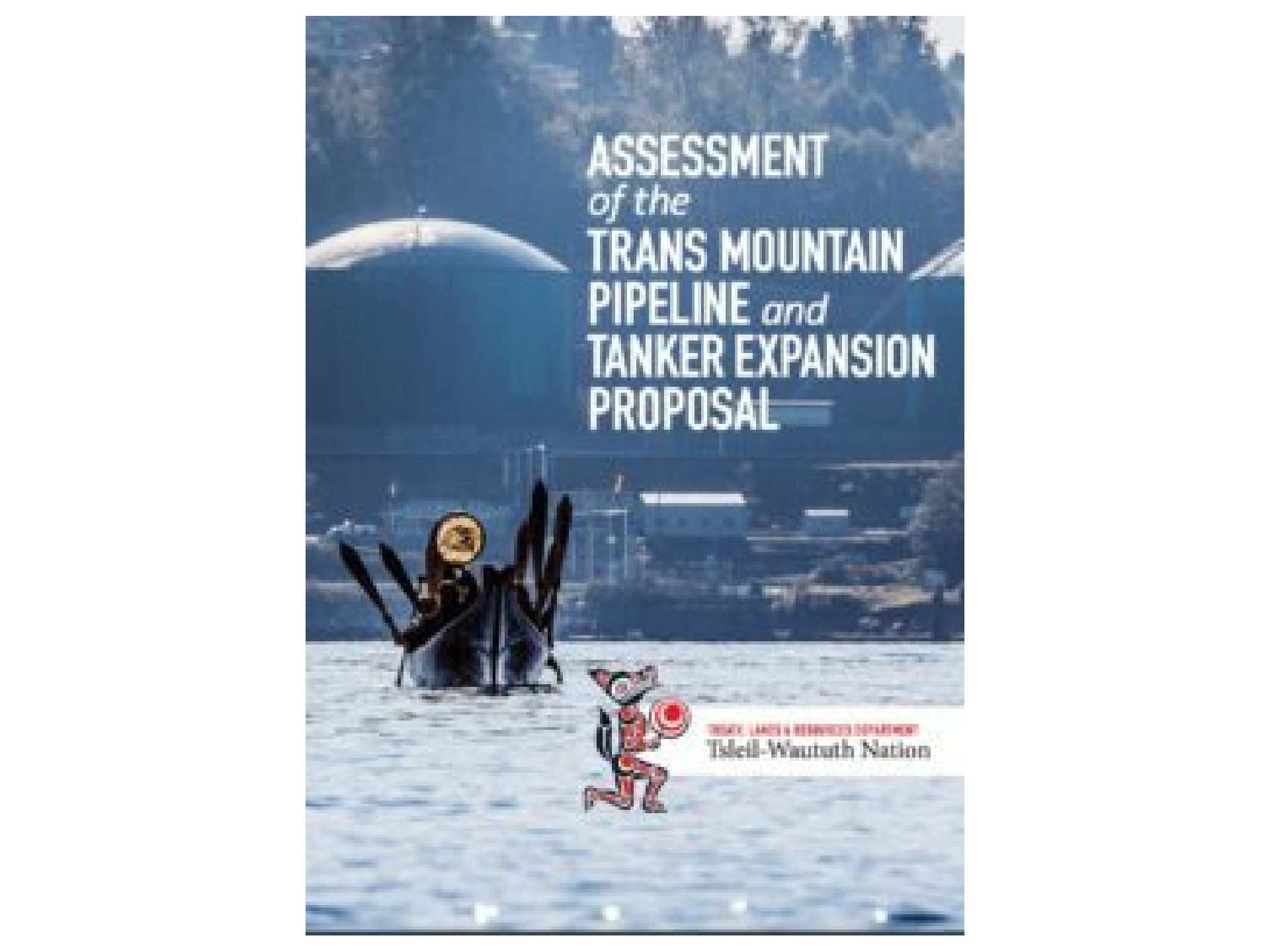
Traditional Knowledge Guide for the Inuvialuit Settlement Region

Table 3 Summary of Potential Application of Traditional Knowledge in Impact Assessments

Environmental Assessment Process	Types of Traditional Knowledge ¹			
	Factual	Use & Management	Values	Cosmology
<i>Project Planning</i>				
Project Design and Definition² <i>Proponent</i> <i>Aboriginal Group(s)</i>	<ul style="list-style-type: none"> • Identification of potential impacts • Identification of potential site selection problems • Identification of constraints (e.g., Diavik – Elders recommendations about directional placement of airport based on knowledge of prevailing winds) 	<ul style="list-style-type: none"> • Preliminary identification of patterns of use • Identification of potential impacts 	<ul style="list-style-type: none"> • Delineation of impact assessment process and Aboriginal participation • Identification of Aboriginal stakeholders • Identification of preliminary issues • Identification of potential impacts • Impact assessment and cross-cultural awareness training 	<ul style="list-style-type: none"> • May offer different perspectives on project design and alternatives • Opportunity for improving cross-cultural understanding
Terms of Reference <i>Proponent</i> <i>Responsible Authority</i> <i>Assessment Practitioners</i> <i>Aboriginal Group(s)</i>	<ul style="list-style-type: none"> • Identification of potential impacts 	<ul style="list-style-type: none"> • Identification of potential impacts 	<ul style="list-style-type: none"> • Delineation of impact assessment process and Aboriginal participation • Definition and agreement on concepts of thresholds and significance relevant to traditional knowledge • Identification of preliminary issues • Identification of potential impacts • Impact assessment and cross-cultural awareness training 	<ul style="list-style-type: none"> • May offer different perspectives on impact assessment process and methodologies • Opportunity for improving cross-cultural understanding

Table 3 Summary of Potential Application of Traditional Knowledge in Impact Assessments (cont'd)

Environmental Assessment Process	Types of Traditional Knowledge ¹			
	Factual	Use & Management	Values	Cosmology
Project Planning (cont'd)				
Public Consultation <i>sponsor</i> <i>original Group(s)</i>	<ul style="list-style-type: none"> • Identification of potential impacts 	<ul style="list-style-type: none"> • Identification of patterns of use • Identification of potential impacts 	<ul style="list-style-type: none"> • Development of consultation protocols • Development of traditional knowledge protocols • Identification of issues • Identification of potential impacts • EA and cross-cultural awareness training 	<ul style="list-style-type: none"> • Opportunity for improving cross-cultural understanding • May offer different perspectives on project design and alternatives
Effects Assessment				
Scoping <i>sponsor</i> <i>responsible Authority</i> <i>Assessment Practitioners</i> <i>original Group(s)</i>	<ul style="list-style-type: none"> • Contribute to baseline information* • Contribute to identification of spatial and temporal boundaries (e.g., knowledge of animal migration, fish spawning areas) • Help answer question of whether boundaries adequately represent change or trends in effects • Identification of potential impacts 	<ul style="list-style-type: none"> • Identification of patterns of use* • Contribute to identification of spatial and temporal boundaries (e.g., extent of berry picking areas) • Identification of potential impacts 	<ul style="list-style-type: none"> • Development of traditional knowledge protocols • Definition and agreement on concepts of thresholds and significance relevant to traditional knowledge • Identification and selection of VEC/VSCs* • Identification of potential impacts • Impact assessment and cross-cultural awareness training 	<ul style="list-style-type: none"> • May offer different perspectives on assessment process and methodologies • May offer different perspective on what is a VEC/VSC* • Opportunity for improving cross-cultural understanding especially among assessment scientists and holders of traditional knowledge
Analysis <i>Assessment Practitioners</i> <i>original Group(s)</i>	<ul style="list-style-type: none"> • Input to modeling (e.g., avoidance behaviour of certain species, selection of modeling techniques) • Knowledge of cumulative effects (e.g., how will a particular VEC/VSC respond to given pressure, knowledge of trends) 	<ul style="list-style-type: none"> • Contribute to selection of indicators and/or measurable parameters (e.g., knowledge of response of ecosystems and/or species, traditional knowledge based prediction of cause-effect relationships) 	<ul style="list-style-type: none"> • Assessment of which effects probable, or which would have most serious impacts to traditional use 	<ul style="list-style-type: none"> • May offer alternative analysis (e.g., risk, sustainability) • Opportunity for improving cross-cultural understanding especially among impact assessment scientists and holders of traditional knowledge



ASSESSMENT
of the
TRANS MOUNTAIN
PIPELINE *and*
TANKER EXPANSION
PROPOSAL

INDIAN LANDS & SERVICES DEPARTMENT
Tsilil-Wautath Nation



HEILTSUK TRIBAL COUNCIL

Dáduqvjá' q̄txv Ğvilásaḡ
To look at our traditional laws

Decision of the Heiltsuk (Hal̄tzaqv) Dáduqvjá Committee
Regarding the October 13, 2016 Nathan E. Stewart Spill

Thank you

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<https://rebecamaciasgimenez.academia.edu/>